DOCUMENT RESUME

ED 361 255 SO 023 165

TITLE	Equal Opportunity for Women. Regents Policy Paper and Action Plan for the 1990s.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	Jan 93
NOTE	31p.
PUB TYPE	Reports - Descriptive (141) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Educational Opportunities; *Educational Policy; Elementary Secondary Education; *Equal Education; *Equal Opportunities (Jobs); *Females; Higher Education; Sex Bias; Sex Discrimination; *State Programs
IDENTIFIERS	*New York

ABSTRACT

This document contains a policy paper and an accompanying background paper that documents the persistence in New York State educational institutions of unequal treatment and unequal achievement between the sexes--inequities that contribute to unequal career opportunities later on. The background paper reviews in detail the progress of New York State women between 1972 and 1992. In 1972, the Regents of the University of the State of New York found that they had to focus efforts in three key areas: job opportunities in education, sexual stereotyping in elementary and secondary schools, and equal opportunities for women in higher and professional education. Some gains have been made over these 20 years, particularly in women's attainment of college degrees. However, research on gender bias, wider attention to the prevalence of sexual harassment, and recognition of a "glass ceiling" in women's advancement help explain why the changes have been slow and far short of the level desired. Women continue to be overrepresented in certain traditionally female professions; tend to receive lower pay than men with less education; have tenured faculty positions less often; and continue to be less likely to hold the top educational administration posts. In response to this unacceptable situation, the Regents reaffirmed their commitment to gender equity by proposing an action plan aimed at achieving equal opportunity for girls and women in the 1990s and beyond. To move forward in achieving such improvement, in this document the Regents establish nine specific goals, indicators of progress, and a timetable for action to address the concerns raised by this re-examination of how females have fared in the educational institutions of New York State. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 361 255

Equal Opportunity for Women

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
ROBERT M. TROMBLY
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO 023 165

BEST COPY AVAILABLE

Equal Opportunity for Women

Regents Policy Paper and Action Plan for the 1990s

The University of the State of New York
The State Education Department
January 1993

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University

R. Carlos Carballada, *Chancellor*, B.S.	Rochester
Jorge L. Batista, *Vice Chancellor*; B.A., J.D.	Bronx
Willard A. Genrich, *Chancellor Emeritus*, L.B.	Buffalo
Emlyn I. Griffith, A.B., J.D	Rome
Laura Bradley Chodos, B.A., M.A.	Rexford
Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
J. Edward Meyer, B.A., LL.B.	Armonk
Floyd S. Linton, A.B., M.A., M.P.A.	New York
Mimi Levin Lieber, B.A., M.A.	New York
Shirley C. Brown, B.A., M.A., Ph.D.	Albany
Norma Gluck, B.A., M.S.W.	New York
Adelaide L. Sanford, B.A., M.A., P.D.	Hollis
Walter Cooper, B.A., Ph.D.	Rochester
Carl T. Hayden, A.B., J.D.	Elmira
Diane O'Neill McGivern, B.S.N., M.A., Ph.D.	Staten Island

President of The University and Commissioner of Education
Thomas Sobol

Executive Deputy Commissioner of Education
Thomas E. Sheldon

Coordinator for Planning, Research and Support Services
Julio Vidal

Assistant to the Commissioner
Celia B. Diamond

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, gender or sexual orientation in the educational programs and activities which it operates. Portions of this publication can be made available in a variety of formats, including braille, large print or audio tape, upon request. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, NYS Education Department, 89 Washington Avenue, Albany, NY 12234.

Contents

FOREWORD v

EXECUTIVE SUMMARY vii

PERSPECTIVE FOR THE 1990s: WOMEN'S EQUITY ISSUES 1

- Gender Bias 2
- Career Patterns for Women 3
- New Challenges 6

REGENTS POLICY PRINCIPLES TO ACHIEVE EQUAL OPPORTUNITY FOR WOMEN 7

CALL TO ACTION TO PROMOTE EQUAL OPPORTUNITY FOR GIRLS AND WOMEN 9

- ACTION STRATEGIES: 10
  - Ending Gender Bias 10
  - Improving Opportunities for the Education of Women and Girls in Schools, Higher Education, and Cultural Institutions 12
  - Improving Career Opportunities in Education, Cultural Institutions, and the Professions 13

CONCLUSION 17

REFERENCES 18

The material contained in this document is also included in the publication, *"Equity for Women in the 1990s,"* and is accompanied by a background paper supporting the New York State Board of Regents policy paper and action plan for equal opportunity for women.

The principal writer of this policy paper and the background paper is Geraldine Burke of the Office for Planning, Research and Support Services. The Commissioner's Statewide Advisory Council on Equal Opportunity for Women and Girls has given substantial material and moral support, and assistance in the research and writing of both papers.

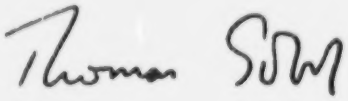
Foreword

In 1972, Congress adopted Title IX as part of the Education Amendments of that year to end discrimination by gender in programs that received Federal funding. In that year, also, the Board of Regents issued a position paper which proposed that educational institutions take the lead in providing equal opportunity for girls and women. In these two decades, some progress has been made. Women no longer face quotas in college admission (indeed, they earn half or more of associate's, bachelor's, and master's degrees); and as a society, we have begun to reexamine our explicit and tacit gender-based stereotypes of what people can do.

Nevertheless, much remains to be done. This policy paper and the background paper accompanying it document the persistence in our educational institutions of unequal treatment and unequal achievement between the sexes — inequities which contribute to unequal career opportunities later on. Women have a disproportionate share of low-paying jobs, are frequently overqualified for their work, and do not get the same economic return on their education as men. This long-standing disparity is harmful to individuals and to society. Women often find it difficult to provide for their families, whether as sole or contributing breadwinners. Their opportunities are curtailed; and our State and nation, competing in a global marketplace, are deprived of much valuable talent.

The goals of this policy paper define an education system that offers equal opportunity to all, regardless of gender. In the coming

months and years, the Board of Regents and the State Education Department will work with all members of The University of the State of New York — our schools, colleges, universities, libraries, museums — to speed progress toward gender equity in our education system and, through it, in our society as a whole.



THOMAS SOBOL
President of The University
of the State of New York and
Commissioner of Education

Executive Summary

Equal opportunity for women was last examined by the Board of Regents in 1972, an important year for women in New York. In 1972, Congress passed Title IX as part of the Education Amendments to end discriminatory gender practices in programs that received Federal funding. At that time, the Board of Regents issued a position paper which proposed that educational institutions take the lead in providing equal opportunity for girls and women. In 1992, the Year of the Woman in American politics, there was a renewed interest in women's issues and an appropriate juncture for a reexamination of the status of equal opportunity for women in New York State.

A background paper, **Equity for Women in the 1990s**, reviews in detail the progress of New York State women during the past two decades. In 1972, the Regents found that they had to focus efforts in three key areas: job opportunities in education, sexual stereotyping in the elementary and secondary schools, and equal opportunities for women in higher and professional education. Some gains have been made over these 20 years, particularly in women's attainment of college degrees. However, research on gender bias, wider attention to the prevalence of sexual harassment, and recognition of a "glass ceiling" in women's advancement help us to understand why the changes have been slow and far short of the level desired. Women continue to be overrepresented in certain traditionally female professions; tend to receive lower pay than

men with less education; have tenured faculty positions less often; and continue to be less likely to hold the top educational administration posts. This happens at a time when global competition requires that the talents and leadership of New York women no longer go untapped.

In response to this unacceptable situation, the Regents reaffirm their commitment to gender equity by proposing an action plan aimed at achieving equal opportunity for girls and women in the 1990s and beyond. To move forward in achieving such improvement, the Regents are establishing specific goals, indicators of progress, and a timetable for action to address the concerns raised by this reexamination of how females have fared in the educational institutions of New York State. The Commissioner of Education and the State Education Department have the responsibility to monitor the outlined goals and provide a comprehensive report on progress made to the Board at the completion of the 1996-97 school year.

Perspective for the 1990s: Women's Equity Issues

In 1972, the Regents of The University of the State of New York issued a position paper[1] which proposed that educational institutions take the lead in providing equal opportunity for girls and women. The Regents established guidelines for accomplishing this goal by focusing on job opportunities in education, ending sexual stereotyping in the elementary and secondary schools, and promoting equal opportunity for women in higher and professional education.

In spite of the efforts of the past two decades, the educational system, like the larger society, is still marred by discriminatory attitudes toward women. Some educators themselves, however unintentionally, have been purveyors of cultural attitudes injurious to women's rights. We cannot simply raise the issue of gender equity in education one more time. A comprehensive plan is needed: one that requires the entire educational community to be accountable for making gender equity a reality in New York State.

Some progress has been made to address the lack of representation of women in positions of leadership and to enforce mandates that provide women equal protection under State and Federal law. Heightened awareness of racial and ethnic discrimination helped turn attention to discrimination based on gender, as well. Equity issues in education were addressed with Congressional passage of Title IX as part of the Education Amendments of 1972. Programs receiving Federal funding were prohibited from discriminatory practices based on gender. However, even with this heightened awareness, progress since 1972 in correcting the

[1] **Equal Opportunity for Women: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York.** Albany, New York: The State Education Department, April 1972.

inequities that women face is still limited, particularly in the areas of education, career opportunity, advancement, and earnings.

This paper focuses on inequalities based on gender. In such a focus, there is no intention to deny the existence of additional burdens imposed in our society by biases based upon such factors as race, ethnicity, language, and disability. Bias against women, however, is fundamental and pervasive. Relief from its effects assists all women to some degree. Therefore, it is the particular scope of this policy paper to call attention to ways in which New Yorkers can work toward the eradication of gender bias.

Gender Bias

Although gender bias is often subtle, its effects are not. Bias about the roles and capabilities of women and men has an adverse effect on all members of the community. Women and men need to be made aware of the obligation for and the opportunities of an education that is free of gender bias. In an era of increasing emphasis on excellence and accountability, we cannot afford to squander any of our talent.

Educators have placed some emphasis on developing strategies to encourage equal participation of young men and women in mathematics, science, and vocational studies. But the recent report by the American Association of University Women, **How Our Schools Shortchange Girls**, and the work of gender education researchers identify several problem areas.

- Pervasive gender bias in classroom teaching styles by both men and women has been confirmed by research (Sadker and Sadker, 1984, 1985).
- The gender bias persists that young women are not able to think logically or to understand scientific principles to the same extent or at the same level as their male counterparts.
- Current studies about learning patterns and the intellectual development of women suggest that major revisions in curriculum and teaching are necessary to provide young women with equal access to educational and career opportunities.
- Changes in teaching strategies should reflect research evidence that girls and boys often have different learning patterns.

Generally, girls favor learning via cooperation while boys learn through competition (Gilligan, Lyons and Hanmer, 1989).

- Cultural attitudes are still taught to children which presume a less significant status for women in careers, a practice that tends to perpetuate discrimination against women.

Many women are held back because of deep-rooted, persistent beliefs about the proper roles of men and women in our society. Both women and men have inappropriate stereotypes about what each can accomplish. These stereotypes limit choices and opportunities. We must take particular care to eradicate gender bias which lingers in the school curriculum in both content and methods of instruction.

Career Patterns for Women

Most women and men continue to be employed in traditional careers. Women are the majority of clerical and retail sales workers, K-12 teachers, and nurses. Men continue to hold the skilled labor jobs and dominate the engineering, science, and computer fields. This pattern has remained essentially unchanged since the position paper of 1972. Women have a disproportionate share of low-paying jobs, are frequently overqualified for their work, and do not get the same economic return on their education as men. The percentage of women in leadership positions in business, industry, the professions, politics, and civil service continues to reflect a lack of access to the level afforded men which is now known as the "glass ceiling." In addition to bias against women in positions of leadership, there is a lack of understanding and acceptance of differences in leadership styles.

Statistics clearly indicate that when there is an eligible pool of qualified women, they continue to be underrepresented in positions of advanced leadership. Women continue to earn less than men, and as national statistics for 1972 and 1989 show, the gap has been extremely slow in closing. For each dollar earned by males with the same educational attainment levels, women increased their median annual income from 1972 to 1989 as follows:

- with four years of high school, women's earnings increased from 56 to 66 cents;

- with four years of college, women's earnings increased from 59 to 69 cents; and
- with five years of college, the women's earnings increased from 65 to 69 cents.[2]

When women and men have comparable education and experience, men are often paid more. Salaries for college-educated women are still less than those of men whose education ended at high school. Women in mid-life see a greater disparity in their earnings. National statistics for 1989 confirm both these inequities:

- The median earnings for women over age 25 with 4 years of college ($21,763) were still less than those of men over age 25 whose education ended at high school ($22,378). [3]
- Women aged 25 and over with four-year college degrees received 62 cents of each dollar earned by a male counterpart.[4]

Some progress has been made in the educational preparation of women for advancement in their chosen careers. In the past, quotas on the enrollment of women and higher standards of admission for women than for men indicated a widespread bias in colleges and universities. Graduate and professional schools had poor records in admitting women and awarding them higher degrees. In the past 20 years, however, the number of women earning degrees in New York postsecondary education and graduate schools has increased dramatically:

- Associate degrees increased from 47 percent to 60 percent;
- Bachelor's degrees increased from 46 percent to 54 percent:
- First professional[5] degrees increased from 8 percent to 42 percent;
- Master's degrees increased from 47 percent to 58 percent; and

[2] Source: U.S. Department of Education. **Digest of Education Statistics 1992,** Table 367, p. 391.

[3] Source: U.S. Department of Education. **Digest of Education Statistics 1992,** Table 368, p. 392.

[4] *ibid.*

[5] Degrees in dentistry, medicine, chiropractic, osteopathic medicine, optometry, pharmacy, podiatry, veterinary medicine, law, and theological professions.

- Doctoral degrees increased from 22 percent to 40 percent.[6]

In 1989, women earned 57 percent of New York's educational administration graduate degrees and 60 percent of both the School District Administrator certificates and School Administrator and Supervisor certificates.[7] Yet, facts clearly demonstrate the limited number of women in positions of educational leadership in New York State. In 1991-92 women represented:

- 66 percent of all professional staff of the public schools, including 60 percent of teachers and 53.5 percent of nonteaching personnel;
- 8.5 percent of the superintendents;
- 1.8 percent of the secondary principals, and 37 percent of the elementary principals.[8]

There are fewer women in educational administration than there were in the early part of the 20th century. In 20 years, only one woman was appointed as district superintendent in New York State. With the recent addition of another, there are only two women district superintendents in the 41 BOCES (Board of Cooperative Educational Services) districts in the State of New York.[9]

Women are a small minority of the decision-makers in our colleges and universities. Even in women's colleges, once the province of female leadership in higher education, men are being selected as presidents and deans. Fewer women faculty are full professors; most continue to be concentrated in the lower academic ranks, and they are still often recruited at lower pay than men in the same field and rank. Now the educational community must take the lead in providing women with access to a broad spectrum of career opportunities and promoting strategies for recruitment,

---

[6] Sources: New York State Education Department. **New York Annual Educational Summary 1971-72,** Table 42, p. 52; and **Annual Educational Summary 1990-91,** Table 42, p. 50.

[7] Source: New York State Education Department. **Women Administrators in New York State Public Schools 1968-1991,** Table 4, p. 6 and Table 7, p. 9.

[8] Source: New York State Education Department. **Public School Professional Personnel Report 1991-92**, Table 1, p. 5; Table 4, pp. 10-11; and **Women Administrators in New York State Public Schools 1968-1991,** Table 5, p. 7.

[9] Source: New York State Education Department. Staff, Bureau of School District Organization, BOCES and Rural School Services, November 5, 1992.

selection, and advancement. Statistics for 1990-91 New York State postsecondary institutions raise concern about the existing disparity:

- Women were 31 percent of total postsecondary faculty;
- Women faculty with tenure were 16 percent of the total faculty of all ranks;
- Women faculty with tenure were 52 percent of all women faculty, compared to 71 percent of the male faculty who were tenured;
- Women full professors with tenure were 16 percent of the total number of full professors; and
- Women full professors had mean salaries lower than their male counterparts: for 11-12 month contracts, women earned $57,130 compared to $71,614 for men; and for 9-10 month contracts, women earned $56,648 compared to $ 62,473 for men.[10]

New Challenges

Women and men must be educated about their rights to equal access, the issue that has dominated since 1972. In the 1990s, another gender issue has been recognized by government and acknowledged as repugnant. There has been a growing awareness of the pervasiveness of sexual harassment and other sexual offenses and the damage that results. Women are the most frequent victims on college campuses, in the workplace, and in the schools.[11] The aftermath of such experiences can leave females with negative self-esteem and diminished ability to reach their full potential academically or professionally. Girls and women have now begun to internalize that their right to equitable treatment extends beyond access issues to the right to work and learn in a safe environment. As eloquently stated by Susan B. Anthony: "Men, their rights and nothing more; women, their rights, and nothing less."

---

[10] Source: New York State Education Department. **College & University Faculty Salary, New York State 1990-91,** Table 2, p. 8; Table 2A, p. 9; Table 3, p. 15; and Table 3A, p. 16.

[11] American Association of University Women. **The AAUW Report: How Schools Shortchange Girls,** pp. 73-74, and 78.

Regents Policy Principles to Achieve Equal Opportunity for Women

Equal opportunity for women continues to be a pressing concern. The Board of Regents reaffirms its commitment to end the double standard that makes itself evident in education, as called for by the Regents Position Paper in 1972. A Strategic Objective of **A New Compact for Learning**, the Regents strategy to improve elementary, middle, and secondary educational results in New York State, is that by the year 2000:

> ***Students of both genders and all socioeconomic and racial/ethnic backgrounds will show similar achievement on State assessment measures.***

New York State will not enjoy the full benefits of its people's talents until diversity is valued and women are encouraged, prepared, and employed in as wide a choice of careers as men. Accordingly, the Regents reaffirm the following principles:

- The Regents are committed to gender equity. We must change the way we think and act in order to achieve an educational system where leadership is gender-balanced and where schools are beacons of gender equity for a diverse society.
- Individuals will be valued and rewarded because of their competence, expertise, knowledge, motivation, and personal qualities and not because of their gender.
- In education and employment opportunities there should be no difference between the sexes, and all practices which interfere with equal opportunities for men and women must be eliminated.
- There should be statewide compliance with State and Federal Civil Rights and Equal Employment Laws and the affirmative action policies of the Federal Departments of Labor, Health and Human Services, and Education.

- Based on the premise that there are as many qualified women as men, the goal is to achieve more evenly balanced representation of women and men at all levels of administration in all educational and cultural institutions and the career work sites of our State.

Call to Action to Promote Equal Opportunity for Girls and Women

The challenge of global competition requires that society use all available talent. In seeking to remedy the existing limitations on opportunity for New York's girls and women, the Board of Regents supports the following plan of action as a systematic effort to require accountability from those who oversee components of our extensive educational community. The Board of Regents, the Commissioner, and the State Education Department will by example and initiative provide leadership and support for this effort. To effect the changes we envision, the commitment of the Board must be followed by the cooperation of members of the faculties, boards of trustees and boards of education, and administrations of our schools, colleges, and other educational institutions, as well as by parents, employers, and community members.

Several of the goals listed below are provided for in existing State and Federal statute and regulation. Instituting a law or a regulation, however, is not the same as effecting change. The Regents call upon all New Yorkers to join them in using existing laws to implement change through education and appropriate action.

In this continuing effort, the Board of Regents recognizes the value of knowledgeable advice, such as that provided by the Commissioner's Statewide Advisory Council on Equal Opportunity for Women and Girls. The Board charges the staff of the State Education Department to examine current data collection, determine what changes need to be made and what additional data are needed to carry out these action strategies, and formulate a plan, in consultation with the field, for (1) the collection of the needed data without undue burden on institutions, and (2) the dissemination of data and information so collected to institutions, parents, business and industry, and the public.

ACTION STRATEGIES:

A. *ENDING GENDER BIAS*

1. **GOAL:** The Board of Regents has amended Commissioner's Regulations to require that, effective September 1993, all prospective teachers be prepared "to work effectively with students from minority cultures, *students of both sexes* [emphasis added], students from homes where English is not spoken, students with handicapping conditions, and gifted and talented students." In keeping with this regulation, gender bias will be eliminated in teaching through revised teacher education curriculum and inservice professional development for all educators, including teachers, college faculty, staff of cultural institutions such as libraries and museums, and supervisory administrators. Such professional development should regularly include the study of gender bias, with regular monitoring and reinforcement in educational settings.

Responsible Entities: School and college faculty and administrators, including deans and faculties of schools of education, administrators and staff members of cultural institutions such as museums and libraries, State Education Department staff

Outcome Indicators: Teaching practices are observed to be free of gender bias; reports are collected showing number of inservice training efforts; SED staff conducting academic program reviews at colleges and universities note coverage of gender bias in teacher-preparation programs; gender-specific patterns disappear in course participation and test results shown annually in the Comprehensive Assessment Reports (CAR) and the Report to the Governor and the Legislature on the Educational Status of the State's Schools (Chapter 655 Report); others

Timeline: By the year 2000

2. **GOAL:** All career opportunities will be available to female students. Their participation will increase in gateway experiences to prepare for career areas where they are underrepresented, including advanced mathematics, science, engineering, computer science/computer technology, and vocational education courses. Career counseling will focus on job skills and personal attributes. The overt and covert messages given in educational institutions will reflect each student's ability to select. Appropriate nontraditional role models are essential.

Responsible Entities: School, BOCES, and college faculty, administrators, guidance counselors, and other staff members; parents; employers; students

Outcome Indicators: Enrollment patterns by gender for vocational education programs as reported to SED's Occupational Education Reporting System (OERS), for other secondary courses as reported to HEDS, for college programs as reported to HEDS

Timeline: By the year 2000

3. **GOAL:** Awareness will increase among educators, administrators of museums and other cultural institutions, employers, and parents of the need to expand career opportunities for women.

Responsible Entities: State Education Department; school and BOCES boards, administrators, and teachers; college faculty and administrators; parents, business, and industry

Outcome Indicators: Consistent increases in the number of women in careers where they are currently underrepresented, as measured by reports from the State and Federal Labor Departments, SED's professional licensure data system, and other sources

Timeline: Ongoing

B. ***IMPROVING OPPORTUNITIES FOR THE EDUCATION OF WOMEN AND GIRLS IN SCHOOLS, HIGHER EDUCATION, AND CULTURAL INSTITUTIONS***

1. **GOAL:** Schools and colleges will give female and male students equal opportunities to learn and to apply and demonstrate what they have learned. Teachers will promote all opportunities for all students in choosing texts and materials, grouping students, and other matters of practice.

   Responsible Entities: School and college administrators and faculty members, other members of schools' and colleges' staff

   Outcome Indicators: Teaching practices are observed to be free of gender bias; gender-specific patterns disappear in course participation and test results shown in the annual CAR and Chapter 655 reports, and in data on major fields of study reported to HEDS; others

   Timeline: Starting immediately

2. **GOAL:** The State Education Department and all educational and cultural institutions will ensure an environment for learning and working that is equitable, supportive, safe, and free from sexual harassment.

   Responsible Entities: Boards, faculties, administrators, and staff of all institutions in The University of the State of New York, including the State Education Department; parents; students

   Outcome Indicators: Decrease in instances of sexual harassment and other crimes; increase in the number of programs to train students and staff in the prevention of sexual harassment; improved deployment of security forces and other safety measures

   Timeline: Starting immediately

3. **GOAL:** Boys and girls will be equally represented in the top quartile in all middle- and secondary-level studies, but particularly in mathematics. science, and vocational education.

Responsible Entities: School and district administrators, teachers, parents, students

Outcome Indicators: Participation and testing results provided in the annual CAR

Timeline: By the year 2000

4. **GOAL:** Athletic programs for both sexes will receive equitable support, including financial support, salaries and levels of coaching staff, program scheduling time, and publicity.

Responsible Entities: School and college boards, administrators, coaches, athletic directors, and sectional coordinators

Outcome Indicators: Compliance with Title IX provisions related to school budget patterns, athletic activity scheduling patterns, and athletics personnel staffing

Timeline: By the year 2000

C. *IMPROVING CAREER OPPORTUNITIES IN EDUCATION, CULTURAL INSTITUTIONS, AND THE PROFESSIONS*

1. **GOAL:** Affirmative action plans of educational institutions will include realistic increases and timetables for the recruitment and promotion of women in professional and managerial programs.

Responsible Entities: Governing boards and executive officers of all New York educational institutions

Outcome Indicators: Status reports by school district and college affirmative action officers

Timeline By the year 2000

2. **GOAL:** Practices that support, recruit, and promote women will be identified and replicated. Practices that contribute to gender bias in employment in educational and cultural institutions will be identified and eliminated.

Responsible Entities: Commissioner of Education, school boards and administrators, college administrators

Outcome Indicators: Statistics on women employed by SED, public schools and colleges and universities provided by SED Affirmative Action Office, BEDS, and HEDS.

Timeline: By the year 2000

3. **GOAL:** Personnel responsible for recruitment and career advancement of employees in schools, colleges, universities, libraries, museums, and the State Education Department will receive training in the identification, impact, and avoidance of gender bias in hiring and other employment practices.

Responsible Entities: College, library, and museum officials, school superintendents, State Education Department officials

Outcome Indicators: Consistent increases in the hiring and advancement of women until parity is reached, as determined from affirmative action reports and agency training record reports monitored by affirmative action officers

Timeline: Annually

4. **GOAL:** Colleges, universities, BOCES, school districts, and the State Education Department will use existing support networks more effectively, and will create others as needed, to promote the hiring and placement of certified women school administrators.

Responsible Entities: College, BOCES, school district, and SED administrators

Indicators: Staffing reports by gender to BEDS

Timeline: Annually

5. **GOAL:** Women will achieve equitable representation among college faculty and administrators in all areas, including schools of education.

Responsible Entities: College presidents, deans, other administrators, and faculty members

Outcome Indicators: Consistent increases in the representation of women in such positions until parity is reached, as reported in SED's HEDS data collection

Timeline: By the year 2000

6. **GOAL:** The number of women in leadership positions in school districts, schools, cultural institutions, colleges and universities, and the State Education Department will rise each year until parity is achieved. Toward this goal, the Regents will press for establishment of an administrative internship program for women to prepare for and advance into leadership roles in education and the State Education Department.

Responsible Entities: State Education Department, governing boards, university and college administrators

Outcome Indicators: Consistent increases in the percentage of women administrators as indicated by BEDS, HEDS, reports to SED's Office of Cultural Education, and the annual SED affirmative action report

Timeline: By the year 2000

7. **GOAL:** Women and men with comparable credentials and experience holding the same job in institutions belonging to The University of the State of New York will be paid an equal salary.

Responsible Entities: Governing boards, administrators of educational and cultural institutions, State Education Department officials

Outcome Indicators: Appropriate gender statistics on salaries provided by BEDS and HEDS

Timeline: By the year 2000

8. **GOAL:** Women will receive equitable shares of the paid internships for administrative positions in the education field (K-12, higher education, cultural institutions, and SED) and in the distribution of loans, scholarships, fellowships and postgraduate stipends for teaching and research.

Responsible Entities: Internship sponsors, financial aid administrators, providers of scholarships, selection committees

Outcome Indicators: Records of internship and financial aid program participation by gender

Timeline: Annually

9. **GOAL:** Research on current issues facing women will be developed, supported, and promoted; the findings will be appropriately incorporated into teacher education and school administrator certification programs.

Responsible Entities: Programs such as the State University at Albany's Center for Women in Government; schools of education; SED

Outcome Indicators: Incorporation of latest relevant research findings in teacher education and school administrator certification programs

Timeline: Ongoing

Conclusion

The evidence of inequalities in this statement and the supporting background paper, **Equity for Women in the 1990s,** clearly reflects the continued deep-rooted discrimination in education and employment of women. If the patterns of inequality are to be changed, a major shift in attitude must occur in all areas of education. Affirmative action policies must be required and supported in all education institutions in our State. Activities at every level must encourage and promote equity of educational, economic, and professional outcomes. Therefore, we ask the governing boards and executive officers of these institutions to join in taking immediate action to provide and ensure equal opportunities for women.

The Regents reaffirm their commitment to gender equity and assign responsibility to monitor progress toward the stated goals to the Commissioner of Education and the State Education Department. A comprehensive report to the Regents on progress toward attainment of improvements in equal opportunities for women in New York State as outlined in this proposed action plan will be completed at the end of the 1996-97 school year.

References

American Association of University Women. **The AAUW Report: How Schools Shortchange Girls**. Washington, DC: American Association of University Women Educational Foundation, 1992.

Gilligan, Carol. **A Different Voice.** Cambridge, MA: Harvard University Press, 1982.

Gilligan, Carol, Nona P. Lyons and Trudy J. Hanmer. **Making Connections**. Troy, NY: Emma Willard School, 1989.

New York State Education Department. **Equal Opportunity for Women: A Statement of Policy and Proposed Action by the Regents of the University of the State of New York**. Albany, NY: April 1972.

New York State Education Department. **Equity for Women In The 1990s: A Background Paper Supporting the New York State Board of Regents Policy Paper and Action Plan for Equal Opportunity For Women**. Albany, NY, November 1992.

New York State Education Department. Information Center on Education. **Annual Educational Summary 1990-91**. Albany, NY: September 1992.

New York State Education Department. Information Center on Education. **New York State Annual Educational Summary 1971-72**. Albany, NY: n.d.

New York State Education Department. Information Center on Education. **Public School Professional Personnel Report 1991-92**. Albany, NY: June 1992.

New York State Education Department. Information Center on Education. **Women Administrators in New York State Public Schools 1968 - 1991**. Albany, NY: n.d.

New York State Education Department. Office of Postsecondary Policy Analysis. **College & University Faculty Salary, New York State 1990-91.** Albany, NY: n.d.

Sadker, David and Myra Sadker. "The Treatment of Sex Equity in Teacher Education." In Susan S. Klein (editor) **Handbook For Achieving Sex Equity Through Education**. Baltimore: Johns Hopkins University Press,1985, pp. 145-161.

Sadker, David and Myra Sadker. **Year III: Final Report, Promoting Effectiveness in Classroom Instruction**. Washington, DC: National Institute of Education, Contract No. 400-80-0033, 1984.

U.S. Department of Education. National Center for Education Statistics. **Digest of Education Statistics 1992**. Washington, DC: U.S. Government Printing Office, October 1992.

Additional copies of this report may be obtained upon request to:
NEW YORK STATE EDUCATION DEPARTMENT
OFFICE FOR PLANNING, RESEARCH AND SUPPORT SERVICES
ALBANY, NEW YORK 12234
(518) 474-1311

NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

NON-PROFIT ORG.
U.S. POSTAGE
PAID
Albany, NY
Permit No. 293

BEST COPY AVAILABLE